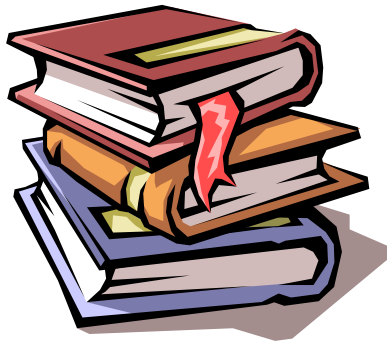


*No Child Left Behind Act of 2001*  
Title II Part A Subpart 3

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# **Eligible Partnership Subgrants**



## **Request for Proposals** **2005-06 Awards**

**Deadline for Applications: December 20, 2006**

**Idaho State Board of Education**

**No Child Left Behind Act of 2001  
Title II Part A Subpart 3**

**Eligible Partnership Subgrants**

**Request for Proposals 2006 Awards**

**RFP SPECIFICATIONS**

**A. BACKGROUND**

**Federal Legislation.** The No Child Left Behind Act of 2001 (NCLB) became law January 8, 2002. The Act substantially revises the Elementary and Secondary Education Act of 1965 (ESEA) in a manner designed to provide all of America's school children with the opportunity and means to achieve academic success. It embodies four key principles of President Bush's education reform plan:

1. accountability for results;
2. expanded state and local flexibility and reduced "red tape;"
3. expanded choices for parents; and
4. focusing resources on proven educational methods, particularly in reading instruction.

The Act provides officials and educators at the school, district, and state level flexibility to plan/implement school programs that will help close the achievement gap between disadvantaged and minority students and their peers. At the same time, the reauthorized Act holds school officials accountable to parents, students, and the public for achieving results. The full text of this law is linked on the web: <http://www.ed.gov/policy/elsec/leg/esea02/index.html>.

**Purpose of Grant** NCLB authorizes the funding of higher education partnerships in each state through Title II, Part A, Subpart 3 – Subgrants to Eligible Partnerships (EP). The purpose of Title II, Part A, is to increase the academic achievement of all students by helping schools and school districts improve teacher and principal quality and ensure that all teachers are highly qualified. Title II, Part A, provides support for K-12 teacher and principal recruitment, induction, and professional development support through K-16 partnerships. NCLB specifies that a partnership may use the funds for:

- professional development for teachers and principals in "core academic subjects" defined as:

English, reading, language arts	mathematics
science	foreign languages
civics, government	economics
arts	history, geography
- assistance to local education agencies in providing specific kinds of professional development for teachers, paraprofessionals or principals that will improve teaching and learning (e.g., standards and assessment alignment, pedagogy, training).
- leadership skills for principals.

## **Idaho Program Description**

### **Part A – Literacy in the Content Area**

Our nation has eight million struggling adolescent readers in grade four through twelve. This statement is backed by the long-term national trend data from the National Assessment of Educational Progress (NAEP) that shows that the average reading scores for nine-year-olds has improved but there has been little or no change in the average reading scores for older students. If students struggle to understand their subject matter texts and struggle to express their knowledge through writing, they are seriously compromised in their ability to master content.

#### **Purpose**

To improve the academic achievement of adolescents (grades 6-12) in the area of content area literacy by encouraging state educational agencies, institutions of higher education, local education agencies, and secondary schools to partner in implementing high-quality professional development programs, including programs that:

1. Improve and upgrade the status and stature of content area literacy instruction by encouraging institutions of higher education to assume greater responsibility for improving content area teacher education in the area of literacy through the establishment of a comprehensive, integrated system of training and providing ongoing support for content area teachers;
2. Focus on the education of content area teachers as a career-long process that continuously stimulates teachers' intellectual growth and upgrades teachers' knowledge and skills;
3. Focus on the development of curriculum that supports the integration of content area standards with literacy standards;
4. Focus on improving teachers' knowledge and use of strategies for effective instruction and assessment.

### **Part B – Sheltered Instruction**

The United States has been moving towards standards-based education since 1989. In 2000 Idaho adopted achievement standards for specific content areas. This standards-based reform requires that all students have access to appropriate curriculum and qualified teachers. "While the number of students with limited proficiency in English has grown exponentially across the United States, their level of academic achievement has lagged significantly behind that of their language-majority peers." These students score below score below their classmates on standardized tests in reading and mathematics according to Jana Echevarria , Mary Ellen Vogt and Deborah J. Short in their book *Making Content Comprehensible for English Learners*, published by Pearson Education Inc., 2004. The sheltered instruction method of teaching integrates language support into content instruction thereby increasing language achievement while teaching the content.

#### **Purpose**

To improve the academic achievement of English language learners (grades 1-12) by encouraging state educational agencies, institutions of higher education, local education agencies, and secondary schools to partner in implementing high-quality professional development programs, including programs that:

1. Improve and upgrade the status and stature of content area instruction for English language learners by encouraging institutions of higher education to assume greater responsibility for improving content area teacher education in the area of sheltered instruction through the establishment of a comprehensive, integrated system of training and providing ongoing support for teachers;
2. Provide academic content teachers with strategies and skills to assist English language learners (ELL) to meet the same challenging academic achievement standards as all students;
3. Provide evidence that students in the classrooms of the teachers who receive professional development instruction to aid ELL students show improved academic performance on the Idaho Student Achievement Test (ISAT)

### Criteria and Eligibility

1. All accredited Idaho colleges and universities that are approved by the Professional Standards Commission to prepare licensed educators are eligible to apply for Education Partnership (EP) grants and may submit any number of proposals.
2. An eligible EP grant partnership must include a state institution of higher education or an independent (private) institution of higher education and the division of the institution that prepares teachers and/or school principals; the division of arts and sciences, AND a high-need school and/or district identified as such by the State Board of Education (SBOE).
3. An eligible partnership may also include another school or district, a public charter school, an education service agency, a non-profit cultural organization, another institution of higher education, a school/department of arts and sciences within such an institution, the division of such an institution that prepares teachers and principals, an entity carrying out a pre-kindergarten program, a teacher organization, or a business.
4. Funds made available through the EP Program may be used only to supplement, not supplant, funds from non-federal sources.
5. Priority will be given to projects, which propose to serve the professional development needs of teachers or principals from low performing, high need schools.
6. Projects should incorporate equity strategies to assist teachers, administrators, and other school staff in using practices that will provide all of their K-12 students regardless of population grouping or individual learning styles or needs with the opportunity to achieve excellence.
7. Grantees must demonstrate the capacity to meet the accounting and reporting components required of the EP program, to include submission of cost reimbursement invoices on a regular basis (monthly or quarterly), and completion of abstracts, evaluation reports, final financial report, and final written reports, in a timely manner.

8. NCLB states that no single participant in an eligible partnership may use more than 50% of the grant funds made available to the partnership. The term “use of funds” applies to the cost of running or administering the grant program.

#### Uses of Funds

A partnership shall use funds based on the following standards:

Standard 1: Professional development activities provided by Idaho EP projects serve teachers and principals in Idaho’s highest need schools and districts.

Standard 2: All EP professional development activities provide significant opportunities for active learning through projects that demonstrate support, directly or through articulated agreements, of active learning activities such as: a) peer observation and feedback of participant teaching; b) practice under simulated conditions with feedback; c) informal meetings with other participants to discuss classroom implementation; d) sharing/reviewing student work; e) scoring/analyzing assessments; f) planning, developing and peer reviewing curricula or lesson plans; g) opportunity to present, demonstrate, or lead discussions with peer participants; h) analyzing teaching and learning needs using disaggregated student achievement data.

Standard 3: All EP professional development activities incorporate equity strategies to assist teachers, administrators, and other school staff in using practices that will provide all of their K-12 students regardless of population grouping or individual learning styles or needs with the opportunity to achieve excellence.

Standard 4: Professional development content activities provided by EP projects utilize the Idaho content Standards in the appropriate content area(s).

Standard 5: Professional development activities provided by EP projects support the development and growth of learning communities that involve prospective, novice and experienced teachers, administrators, and higher education faculty in collaborative interactions focused on improving student achievement.

#### General information regarding use of funds

EP funds may be used for personnel and instructional costs such as staff/teacher and faculty release time or summer contracts, master teachers who serve a number of teachers in a defined region with one-to-one professional development assistance; in-state travel cost (out-of-state travel is not generally covered except in circumstances such as attendance at needed professional conferences); preparation and duplication of materials; workshop training-related costs; and related supplies. Funds for equipment purchases will not be covered except in unusual circumstances and only where the project’s success directly hinges on the purchase of such equipment. No single participant in an eligible partnership may use more than 50% of the grant funds made available to the partnership.

Supplement Not Supplant: Funds received shall be used to supplement, and not supplant, funds that would otherwise be used for proposed activities.

## **Definitions**

### *High-Need Local Education Agency (LEA)*

The State Board of Education (SBOE) is required to use the following federal guidelines to determine high-need districts in Idaho for the purpose of determining eligibility for Title II, Part A funding:

1. districts
  - a. that serve no fewer than 10,000 children from families with incomes below the poverty line; or
  - b. for which no fewer than 20% of children in the area served by the LEA are from families with incomes below the poverty line; and
2. districts for which there is
  - a. a high percentage of teachers not teaching in the academic subjects or grade levels the teachers were trained to teach, or
  - b. a high percentage of teachers with emergency, provisional, or temporary certification or licensing. [NCLB, Section 2102(3)]

The SBOE has developed a high-need LEA list, working with the State Department of Education Bureau of Teacher Certification to determine the percentage of teachers with non-standard licenses in high-poverty schools. (Attachment A.)

### *Scientifically based research*

NCLB requires grant-funded activities to be based upon a review of scientifically based research. The following is a synopsis of the definition of “scientifically-based research” as stated in NCLB, Section 9101(37):

Research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs.

Includes research that: employs systematic, empirical methods, involves rigorous data analysis; relies on measurements that provide reliable and valid data; is evaluated using experimental designs; can be replicated; and has been accepted by a peer-review journal.

### *High-need LEA?*

A high-need LEA is defined as an LEA:

- (A) (i) that serves not fewer than 10,000 children from families with incomes below the poverty line; **or**
  - (ii) for which not less than 20 percent of the children served by the agency are from families with incomes below the poverty line; **and**
- (B) (i) for which there is a high percentage of teachers not teaching in the academic subjects or grade levels that the teachers were trained to teach; **or**
  - (ii) for which there is a high percentage of teachers with emergency, provisional, or temporary certification or licensing [Section 2102(3)].

### *Highly Qualified Teacher*

Idaho's definition of highly qualified teachers can be accessed at the following web site: <http://www.sde.state.id.us/certification/>

### *Professional Development*

The term "professional development" means instructional activities that:

- Are based on scientifically based research and state academic content standards, student academic achievement standards, and assessment;
- Improve and increase teachers' knowledge of the academic subjects they teach;
- Enable teachers to become highly qualified; and
- Are sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction and the teacher's performance in the classroom.

### *Summer Workshop or Institute:*

The term "summer workshop or institute" means a workshop or institute, conducted during the summer, that:

- Is conducted for a period of not less than 2 weeks;
- Includes, as a component, a program that provides direct interaction between students and faculty; and
- Provides for follow-up training during the academic year that is conducted in the classroom for a period of not less than three consecutive or nonconsecutive days.

## **APPLICATION INSTRUCTIONS AND PROPOSAL REQUIREMENTS**

### **Due date**

The original must include an original signature of the authorized institutional official on the cover page. Fax and e-mail transmissions are not acceptable. To be considered for funding, proposals must be received at the Board Office by **5:00 pm on December 20, 2006**.

Incomplete applications will not be considered. Proposals should be mailed or delivered to:

Allison McClintick  
Office of the State Board of Education  
P.O. Box 83720  
650 W. State Street  
Boise, ID 83720

### **Organization and Format**

1. Complete the RFP Proposal Cover Page (Attachment C). Briefly and concisely describe the program to be implemented and summarize the intended results of the program. The RFP Cover Page must be signed by the chief executive official for the institution (this is typically the president, provost/vice president of academic affairs, or research office head).
2. Describe in no more than twenty pages (double spaced) how you propose to address the project priority areas. Include the following sections in this order:

- **Key activities proposed and research related to approaches/strategies** - Describe the original research and explain how and why the activities being replicated were chosen and why they can reasonably be expected to lead to achieving the objectives of the project.
  - **Projected timeline for project activities** – All funds must be obligated by September 30, 2008 and the State Board of Education must be invoiced by November 30, 2008
  - **Program Goals, Objectives, and Targets** - Outline the goals and include objectives that are specific, measurable, ambitious, realistic and trackable. Goals and objectives must correlate to the identified needs. This section should be formatted in a way which goals, objectives, and annual targets are clear and easy to read and understand.
  - **Key personnel for the project** – Describe the project’s governance structure, the roles of all partners, how they were selected, and their duties and responsibilities related to the goals and objectives of the project.
  - **Required eligible partners** - provide a list of your required eligible partners including your own institution and include Memorandums of Understanding with each partner. Description of your organization, agency, and/or consortia in greater detail may be submitted as well.
  - **Evaluation and Accountability Plan** - describe the plan that will be used to evaluate the program during each year of the program. The plan will include evaluation at each of the five levels outlined in *Professional Development Evaluation*. (See Attachment F)  
The evaluation plan **must** include:
    - (a) Measurable objectives and annual targets which describe progress towards meeting the goals and objectives;
    - (b) Measurable objectives for reducing the number of teachers who do not meet the definition of “highly qualified teacher”;
    - (c) Measurable objectives for improved student academic achievement on state assessments;
    - (d) Number of students impacted by the partnership; and
    - (e) Detailed plan for the partnership for the use of a contracted evaluator.
3. Complete the Budget Form including information required on the form (Attachment D). Include a budget narrative not to exceed two pages (single spaced) that describes the basis for determining the amounts shown on the project budget page. Both the project budget and the narrative description should be aligned with the activities described in the program goals and objectives. Provide an assurance on the Budget Form that no single participant in an eligible partnership will use more than 50% of the grant funds made available to the partnership.
  4. Appendix – Include bibliography, partner vitas, and letters of commitment from each partner.

### **Review Process**

As proposals are received at the Board office, they will be reviewed by staff for completeness and compliance with the requirements set forth in Title II, Part A, subpart 3 of NCLB to determine applicant eligibility. Any questions about significant omissions from a proposal or about applicant eligibility will be referred to the proposing organization. If, in the judgment of



the Board staff, a proposal is late, significantly incomplete, or an applicant cannot establish its eligibility, the proposal will be eliminated from the competition. The decision of the Board Staff is final and those applicants will be notified in writing.

Proposals will be read by a review team composed of SBOE staff and readers selected from the following categories: higher education faculty and administrators, teacher licensing board staff, and K-12 teachers and administrators. Proposals will be reviewed according to the following criteria:

**Review Criteria:** See (Attachment E) for proposal scoring guide

<b>Criteria</b>	<b>Points</b>
Commitment and Capacity of Partnership	10
Demonstration of Professional Development Needs	15
Alignment of Goals and Objectives with Identified Needs	20
Research Base and Efficacy of Plan to Increase Student Achievement	30
Evaluation and Accountability Plan	15
Budget and Cost Effectiveness	10

Following the review, Board staff will contact Program Directors to discuss any modifications of the project plan that may be required. The Board staff will fund those proposals that show the most promise for increasing student achievement in mathematics and science. In order to maximize the effects of limited funds, applicants whose grants are recommended at less than the amount requested may be asked to revise the project budget and/or scope of work.

### **Award Notification**

Awards under the EP program will be announced in writing to the institutions selected for funding as well as to unsuccessful applicants within thirty days of completion of the review process..

### **Award Conditions**

The amount of grant funds available for all competitive grants in 2006-07 is \$200,000 for Part A and \$130,351 for Part B, which must be spent by September 30, 2009. The office of the State Board of Education expects to fund 2 eligible partnership programs – one in each category.

It is expected that no project will receive a grant award that does not meet a minimum 85% average score through the competitive review process. It should be noted that additional consideration in the review process will be given to partnership projects which will impact teachers and/or principals in low-performing, high-need schools; partnerships proposed in geographic locations underrepresented by the proposals submitted; and projects that propose to work with a significant number of high-need LEAs.

### **Reporting Requirements**

Each eligible partnership receiving a grant must report annually to the Board of Education office and to the U.S. Secretary of Education and the Idaho Board of Education regarding the partnership's progress in meeting the objectives and annual targets described in the partnership's accountability plan. Further information regarding reporting requirements will be made available from the Board Office and the U.S. Secretary of Education.

**Statement of Assurances**

Program award recipients are required to sign a Statement of Assurances for the receipt of federal funds. The Statement of Assurances is attached for information purposes (Attachment B).

**Coordination with the Higher Education Act of 1965**

The NCLB requires that an eligible partnership that receives these grant funds as well as a grant under section 203 of the Higher Education Act of 1965 shall coordinate activities carried out under both grants. If your institution or any of your partners is a recipient of the above-mentioned grant, you are required to provide a statement of assurance that activities carried out under both programs will be coordinated.

**Questions**

Questions concerning higher education proposals should be referred to Allison McClintick at the Office of the State Board of Education [Allison.McClintick@osbe.idaho.gov](mailto:Allison.McClintick@osbe.idaho.gov) 208-332-1579

**Attachment A**

TTT – 20 High Need Districts 2006

<b>Dist.</b>	<b>Dist. Name</b>	<b>Superintendent</b>	<b>Address</b>	<b>Phone</b>	<b>E-Mail</b>
133	Wilder	Daniel Arriola	PO Box 488 Wilder ID 83676	482-6228	<a href="mailto:darriola@sd133.k12.id.us">darriola@sd133.k12.id.us</a>
314	Dietrich	Ed Simons, Jr.	406 N Park Street Dietrich ID 83324	544-2158	<a href="mailto:eds@sd314.k12.id.us">eds@sd314.k12.id.us</a>
433	Midvale	James Warren	PO Box 130 Midvale ID 83645	355-2678	<a href="mailto:warrenj@midvalerangers.org">warrenj@midvalerangers.org</a>
253	West Jefferson	Steve Lamberton	1272 East 1500 North Terreton ID 83450	663-4542	<a href="mailto:westjeff@wjsd.org">westjeff@wjsd.org</a>
132	Caldwell	Lonnie Barber	1101 Cleveland Blvd. Caldwell ID 83605	455-3300	<a href="mailto:lbarber@caldwellschools.org">lbarber@caldwellschools.org</a>
202	West Side	Melvin Beutler	PO Box 39 Dayton ID 83232	747-3502	<a href="mailto:mbeutler@wssd.k12.id.us">mbeutler@wssd.k12.id.us</a>
292	South Lemhi	Jim Smith	PO Box 119 Leadore ID 83464	768-2441	<a href="mailto:admin292@salmoninternet.com">admin292@salmoninternet.com</a>
415	Hansen	Dennis Coulter	550 Main Street Hansen ID 83334	423-6387	<a href="mailto:dcoulter@hansen.k12.id.us">dcoulter@hansen.k12.id.us</a>
288	Whitepine	Daryl Bertelsen	PO Box 249 Troy ID 83871	877-1408	<a href="mailto:dbertelsen@sd286.k12.id.us">dbertelsen@sd286.k12.id.us</a>
341	Lapwai	Harold Ott	PO Box 247 Lapwai ID 83540	544-2158	<a href="mailto:haott@lapwaisd.lewiston.id.us">haott@lapwaisd.lewiston.id.us</a>
365	Bruneau-Grand View	Vickie Chandler	PO Box 310 Grand View ID 83624	834-2253	<a href="mailto:vchandler@sd365.org">vchandler@sd365.org</a>
137	Parma	Jim Norton	805 East McConnell Parma ID 83660	722-5115	<a href="mailto:jnorton@sd137.k12.id.us">jnorton@sd137.k12.id.us</a>
417	Castleford	Kelly Murphey	500 Main Street Castleford ID 83321	537-6511	<a href="mailto:kemurphy@sd412.k12.id.us">kemurphy@sd412.k12.id.us</a>
135	Notus	Joni Cordell	PO Box 256 Notus ID 83656	459-7442	<a href="mailto:cordellj@notusschools.k12.id.us">cordellj@notusschools.k12.id.us</a>
418	Murtaugh	Dennis Osman	PO Box 117 Murtaugh ID 83344	432-5451	<a href="mailto:supt@mail.murtaugh.k12.id.us">supt@mail.murtaugh.k12.id.us</a>
241	Grangeville	Wayne Davis	714 Jefferson Avenue Grangeville ID 83530	983-0990	<a href="mailto:davisw@jsd241.org">davisw@jsd241.org</a>
55	Blackfoot	Dewane Wren	270 East Bridge Street Blackfoot ID 83221	785-8800	<a href="mailto:wrend@d55.k12.id.us">wrend@d55.k12.id.us</a>
432	Cambridge	Margaret Cox	PO Box 39 Cambridge ID 83610	257-3321	<a href="mailto:mcox@mail.sd432.k12.id.us">mcox@mail.sd432.k12.id.us</a>
231	Gooding	Robert Stearns	507 Idaho Street Gooding ID 83330	934-4321	<a href="mailto:stearnsb@gooding.k12.id.us">stearnsb@gooding.k12.id.us</a>
161	Clark County	Paul Blanford	PO Box 237 Dubois ID 83423	374-5175	<a href="mailto:blanfordp@dcdi.net">blanfordp@dcdi.net</a>

**Attachment B****STATEMENT OF ASSURANCES**

Should an award of funds from the State Agency Higher Education Eligible Partnership Program be made to the applicant in support of the activities proposed in this application, the authorized signature on the cover page of this application certifies to the Idaho Board of Education that the authorized official assures that:

1. Funds derived from title II, Part A, the Teacher and Principal quality training and Recruiting Fund Program, will be used only for the purposes for which they are granted.
2. The applicant will comply with Title VI of the Civil Rights Act of 1964 and all regulations issued by the U.S. Department of Education, pursuant to the chapter, to the end that no person in the United States shall, on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity for which the applicant received federal financial assistance.
3. The applicant will comply with title IX of the Education Amendments of 1972 (P.L. 92-318) and all regulations issued by the Department of Education, pursuant to the title, to the end that no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity administered or authorized by the State Board of Education or State Board of Higher Education.
4. The applicant will comply Executive Order 2004-05, Fair Employment Practices, issued by the Governor of the State of Idaho, to the end that no person in Idaho shall, on the basis of age, handicap, national origin, race, marital status, religion, or sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity administered or authorized by the State Board of Education.
5. The applicant will comply with the Family Educational Rights and Privacy Act of 1974 (Buckley Amendment-Public Law 930-380) and all regulations issued by the Department of Education, pursuant to this Act.
6. The applicant will use funds only to supplement and, to the extent practicable, increase the level of funds from non-Federal sources that would, in the absence of funds made available for the purposes of the project, and may not use funds made available under this part to supplant funds from non-Federal sources.
7. Federal funds made available for the proposed program will ensure the equitable participation of private elementary and secondary school teachers in the purposes and benefits of the EP Program.
8. The applicant will make such reports to the Idaho State Board of Education, in such form and containing such information, as may be reasonably necessary to enable the Board to perform its duties under this title, and will keep such records and afford such access thereto as the state education agency may find necessary to assure the correctness and verification of such reports.

Signature of Chief Executive Officer \_\_\_\_\_

Date \_\_\_\_\_

Applicant Organization (lead institution in the eligible partnership):

Address:

Project Director (Contact Person)

Title:

Telephone:

Fax:

E-mail:

Title of Project:

Brief Description of Project:

Total Grant Funds Requested: \$\_\_\_\_\_

Length of Project: \_\_\_\_\_ (months)

Number of Participants: \_\_\_\_\_ (Teachers)

\_\_\_\_\_ (Principals)

\_\_\_\_\_ Other

*This proposal complies with all policies/regulations and carries the full endorsement of this institution of higher education.*

Chief Executive Official (signature)

Title

Date

## EP BUDGET FORM

	<b>Partner 1 Lead Institution</b>	<b>Partner 2</b>	<b>Partner 3</b>	<b>Partner 4*</b>
<b>1. Salaries &amp; Wages</b>				
<b>2. Employee Benefits</b>				
<b>3. In-State Travel</b>				
<b>4. Materials &amp; Supplies</b>				
<b>5. Other</b>				
<b>Total RFP Funds Requested</b>				
<b>Cost Sharing by Local Education Agencies (School Districts)</b>				
<b>Identify any cost sharing by other groups in the partnership</b>				

*\*Add additional columns per partner*

☐ Check here for assurance that no single participant in the eligible partnership will use more than 50% of the grant funds made available to the partnership.

# Higher Education Eligible Partnership Program 2005-2006 Grant Proposal Scoring Guide

Commitment and Capacity of Partnership – 10 Points Possible				
Criteria	Exemplary	Basic	Below Basic	Points Awarded
<b>Partners' role in project</b>  <b>5 Points Possible</b>	<b>4-5 Points</b> The role of each partner is clear and evidence is provided that each partner played a role in the development of the project.	<b>2-3 Points</b> The role of each partner is provided but little or no evidence is provided that each partner played a role in the development of the project.	<b>0-1 Points</b> Little or no evidence is provided to indicate the role of one or more partners.	
<b>Capacity of partnership</b>  <b>5 Points Possible</b>	<b>4-5 Points</b> <i>Number of staff and institutional resources are clearly adequate to carry out the proposed project. Staff members are well qualified and their experience and expertise are aligned with duties to be performed.</i>	<b>2-3 Points</b> Number and quality of staff are provided but do not clearly support project. Institutional resources are not clearly identified.	<b>0-1 Points</b> Explanation of capacity is inadequate, may be missing one or more of the criteria.	
<b>Total Points for this section</b>				

Demonstration of Professional Development Needs in Partner Schools/Districts – 15 Points Possible				
Criteria	Exemplary	Basic	Below Basic	Points Awarded
<b>Identification of professional development needs</b>  <b>8 Points Possible</b>	<b>5-8 Points</b> There is clear evidence from multiple sources to support professional development needs cited. Connection between identified professional development need(s) and improved student achievement is clear.	<b>3-4 Points</b> Evidence of data from a few sources is presented to support the needs of the school or school district population.	<b>0-2 Points</b> Limited data available. Needs identified are not adequately supported by evidence.	
<b>Prioritization of needs</b>  <b>7 Points Possible</b>	<b>4-7 Points</b> There is clear evidence that partners have collectively determined which professional development need(s) are of the highest priority and will be addressed by the project.	<b>2-3 Points</b> Some evidence is provided to show that the targeted need(s) were selected with input from project partners.	<b>0-1 Points</b> Limited or no evidence is given to indicate why the partnership selected targeted need(s).	
<b>Total Points for this section</b>				

<b>Alignment of Project Goals and Objectives with Professional Development Needs - 20 Points Possible</b>				
<b>Criteria</b>	<b>Exemplary</b>	<b>Basic</b>	<b>Below Basic</b>	<b>Points Awarded</b>
<b>Description of the project's goals and objectives</b>  <b>20 Points Possible</b>	<b>13-20 Points</b> Goals are clear and objectives are <b>specific, measurable</b> , ambitious, and realistic. Goals and objectives are clearly correlated to the targeted professional development needs.	<b>4-12 Points</b> Goals and objectives are well defined, measurable, and aligned with targeted needs.	<b>0-3 Points</b> Objectives lack specificity and/or their alignment with objectives is unclear.	
<b>Total Points for this section</b>				

<b>Research Base and Efficacy of Plan to Achieve Project Objectives – 30Points Possible</b>				
<b>Criteria</b>	<b>Exemplary</b>	<b>Basic</b>	<b>Below Basic</b>	<b>Points Awarded</b>
<b>Explanation of <u>how</u> proposed activities are expected to lead to achievement of project objectives.</b>  <b>10 Points Possible</b>	<b>7-10 Points</b> Detailed, concise description provided to describe how each strategy and/or activity will address one or more project objectives. Plan addresses all objectives.	<b>3-6 Points</b> General description provided to describe how the strategies will address project objectives.	<b>0-2 Points</b> Limited description provided connecting activities to objectives.	
<b>Supporting research for development of project</b>  <b>15 Points Possible</b>	<b>10-15 Points</b> Clearly outlines how the program and strategies selected are a replication or extension of cited research that has documented success in achieving one or more project objectives	<b>4-9 Points</b> Clearly documented research is cited to support selected program and strategies.	<b>0-3 Points</b> Proposal includes bibliography but provides little evidence of research to support efficacy of project to achieve objectives.	
<b>Planned activities are aligned with Idaho Achievement Standards</b>  <b>5 Points Possible</b>	<b>3-5 Points</b> Plan provides an explicit description of how the content and instructional strategies included in the project aligns with Idaho Achievement Standards.	<b>2 Points</b> Plan includes content and instructional strategies that are based on Idaho Achievement Standards.	<b>0-1 Point</b> Limited description given of alignment with Idaho Achievement Standards.	
<b>Total Points for this section</b>				



## Attachment E continued

Evaluation and Accountability Plan – 15 Points Possible				
Criteria	Exemplary	Basic	Below Basic	Points Awarded
<b>Design of the evaluation plan</b>  <b>12 Points Possible</b>	<b>8-12 Points</b> Evaluation plan clearly states the design of the plan to measure and document the five levels of evaluation include in the Request for Proposals. Contracted evaluator is highly qualified and duties are clearly stated.	<b>3-7 Points</b> Plan states the design of the evaluation to document the effectiveness of the program but lacks specific measures for one or more of the project's objectives.	<b>0-2 Points</b> Proposal lacks a clear plan to document the effectiveness of programs and activities in meeting annual targets or project objectives.	
<b>Annual Targets</b>  <b>3 Points Possible</b>	<b>3 Points</b> Specific achievable targets that describe expected progress toward meeting each objective of the project are included for each year of the program.	<b>2 Points</b> Annual targets for meeting needs(s) addressed are provided but they are broadly stated.	<b>0-1 Points</b> Plan lacks specific annual targets.	
<b>Total Points for this section</b>				

Budget and Cost Effectiveness – 10 Points Possible			
Criteria	Basic	Below Basic	Points Awarded
<b>Budget summary</b>  <b>3 Points Possible</b>	<b>2-3 Points</b> A quality budget summary is included for each of the designated partners.	<b>0 Points</b> One or more budget summary is missing or incomplete.	
<b>Narrative reflects required activities</b>  <b>3 Points Possible</b>	<b>2-3 Points</b> Budget narrative clearly delineates cost and details concerning expenditures for all project activities.	<b>0 points</b> Budget narrative does not include a cost breakdown for each category or it includes expenditures not clearly related to the project description.	
<b>Cost effectiveness</b>  <b>4 Points Possible</b>	<b>2-4 Points</b> The amount included in each budget category is commensurate with the services or goods proposed, and the overall cost of the project is commensurate with the professional development provided and number of teachers served.	<b>0-1 Points</b> One or more budget categories are inconsistent with services or goods proposed.	
<b>Total Points for this section</b>			

## Attachment F

## Professional Development Evaluation

EVALUATION LEVEL	QUESTIONS TO BE ANSWERED	MEASURE	WHAT IS MEASURED?	HOW WILL INFORMATION BE USED?
1 PARTICIPANTS' REACTIONS	<ul style="list-style-type: none"> <li>• Did they like it?</li> <li>• Was their time well-spent?</li> <li>• Did the material make sense?</li> <li>• Will it be useful?</li> <li>• Was the leader knowledgeable and helpful?</li> <li>• Were the refreshments fresh and tasty?</li> <li>• Was the room the right temperature?</li> </ul>	<ul style="list-style-type: none"> <li>• Questionnaires or surveys administered at the end of the session.</li> </ul>	<ul style="list-style-type: none"> <li>• Initial satisfaction with the experience.</li> </ul>	<ul style="list-style-type: none"> <li>• To improve professional development program design and delivery.</li> </ul>
2 PARTICIPANTS' LEARNING	<ul style="list-style-type: none"> <li>• Did participants acquire the intended knowledge and skills?</li> </ul>	<ul style="list-style-type: none"> <li>• Paper-and-pencil instruments.</li> <li>• Simulations.</li> <li>• Demonstrations.</li> <li>• Participant reflections (oral and/or written).</li> <li>• Participant portfolios.</li> </ul>	<ul style="list-style-type: none"> <li>• New knowledge and skills of participants.</li> </ul>	<ul style="list-style-type: none"> <li>• To improve instructional practice</li> <li>• <b>To demonstrate the impact of professional development</b></li> </ul>
3 ORGANIZATIONAL SUPPORT AND CHANGE	<ul style="list-style-type: none"> <li>• Were sufficient resources made available?</li> <li>• Were problems addressed quickly and efficiently?</li> <li>• Was implementation advocated, facilitated, and supported?</li> <li>• Were successes recognized and shared?</li> <li>• Was the support public and overt?</li> <li>• What was the impact on the organization?</li> <li>• Did it affect organizational climate and procedures?</li> </ul>	<ul style="list-style-type: none"> <li>• Minutes from follow-up meetings.</li> <li>• Questionnaires.</li> <li>• Structured interviews with participants and district or school administrators.</li> <li>• District and school records.</li> <li>• Participant portfolios.</li> </ul>	<ul style="list-style-type: none"> <li>• The organization's advocacy, support, accommodation facilitation, and recognition.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>To document and improve organizational support.</b></li> <li>• To inform future change efforts.</li> </ul>
4 PARTICIPANTS' USE OF NEW KNOWLEDGE AND SKILLS	<ul style="list-style-type: none"> <li>• Did participants effectively apply the new knowledge and skills?</li> </ul>	<ul style="list-style-type: none"> <li>• Questionnaires.</li> <li>• Structured interviews with participants and their supervisors.</li> <li>• Participant reflections (oral and/or written).</li> <li>• Participant portfolios.</li> <li>• Direct observations.</li> <li>• Video or audiotapes</li> </ul>	<ul style="list-style-type: none"> <li>• Degree and quality of implementation.</li> </ul>	<ul style="list-style-type: none"> <li>• To document and improve the implementation of program content.</li> <li>• <b>To demonstrate the impact of professional development</b></li> </ul>
5 STUDENT LEARNING OUTCOMES	<ul style="list-style-type: none"> <li>• What was the impact on the students?</li> <li>• Did it affect student performance or achievement?</li> <li>• Did it influence student's physical or emotional well-being?</li> <li>• Are students more confident as learners?</li> <li>• Is Student Attendance improving?</li> <li>• Are dropouts decreasing?</li> </ul>	<ul style="list-style-type: none"> <li>• Student records</li> <li>• School records</li> <li>• Questionnaires.</li> <li>• Structured interviews with students, parents, teachers, and/or administrators.</li> <li>• Participant portfolios.</li> </ul>	<ul style="list-style-type: none"> <li>• Student learning outcomes.</li> <li>• Cognitive (performance and achievement).</li> <li>• Affective (attitudes and dispositions).</li> <li>• Psychomotor (skills and behaviors).</li> </ul>	<ul style="list-style-type: none"> <li>• To focus and improve all aspects of program design, implementation, and follow-up.</li> <li>• <b>To demonstrate the overall impact of professional development.</b></li> </ul>

Adapted from *Evaluating Professional Development* by Thomas R. Guskey

